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ABSTRACT

A followup survey of public high school graduates from six high schools within Vocational Region No. 8 in New Hampshire was conducted to assess the relevance of vocational programs in meeting student needs in their preparation for future employment and to present recommendations for planning future programs. A stratified sample of 1,266 graduates from the years 1969, 1970, 1972, and 1974 were interviewed by telephone regarding their educational and vocational histories. A 66.4% response rate was obtained. An analysis of the data gathered from the interviews led to the following conclusions: (1) all six major vocational education areas were represented in the employment profile; and (2) although 26% of the respondents reported themselves as unemployed, only 7% were looking for employment. Appended materials include the following: a copy of the location information card; interview form; numbers of graduates in other education/training programs; and occupational categories, divisions, and groups used to define type of employment of graduates. A bibliography is included. (Author/EC)

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A FOLLOW-UP SURVEY OF THE GRADUATES OF THE HIGH SCHOOLS IN VOCATIONAL EDUCATION REGION #8, NEW HAMPSHIRE

by

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Paper Presented to

New England Educational Research Organization

Annual Meeting

Provincetown, Massachusetts

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

Purpose of the Study

A follow-up survey of the graduates of the public high schools within Vocational Region #8, New Hampshire, was conducted. The purpose of the study was to obtain a base with regard to the products of the region's public secondary institutions as the first step in the process enabling vocational educators at the local, regional, and state levels to plan future curriculum and programs. Curriculum, policy, and financial decisions based upon up-to-date data will ensure the relevancy, appropriateness, and the accountability of the Region #8 program and the expenditure of local, state, and federal funds in such a vocational education program.

The follow-up study was funded with monies obtained through a research grant as provided by the Vocational Education Amendments of 1968 (P.L. 90-576). The applicant organization was the Laconia School District, Laconia, NH.

Description of the Study

Information regarding the educational and vocational history of the high school graduates was obtained via the telephone interview. The telephone interview being more cost/effective than either the mailed questionnaire or the personal interview.

The population for the study consisted of the 1968, 1970, 1972, and 1974 graduates of the six public high schools within Region #8. The population for the study numbered 2509. For sampling purposes

the population was stratified via school and graduating class. A simple random sample was obtained from each of the twenty-four strata. To ensure adequate pieces of data for analysis, a large overall sample was selected (50.5 percent; N=1266)

A interview form was developed on which the telephone interviewers recorded the educational and vocational history of the graduates. The Dictionary of Occupational Titles was utilized as a guide in categorizing the vocations of the graduates. The overall rate of response was 66.4 percent (N=840).

Analysis and Results

The data was tabulated in frequencies and percent of responses. A composite tabulation and profile was obtained for the region (all six institutions and each graduating class) and for each institution (all graduating classes).

The profile of the occupational and educational history of the graduates was utilized as a data source for vocational education curriculum development at the regional level. A profile of the graduates of each high school was provided to the local school administrators and school counselors.

The statistical findings indicated that all six major vocational education areas were represented in the employment profile. Even though a large percentage (26) of the graduates indicated an

unemployed status, only seven percent indicated they were looking for employment. A need for a food service vocational education program was shown. This need was not indicated in two previous studies.

Recommendations

The researchers recommended that (1) the Laconia Area Vocational Center investigate all vocational areas within the curriculum planning and development process and that (2) the sending high schools within Region #8 institute a uniform system for follow-up of students leaving their respective schools.

TABLE OF CONTENTS

Page

ABSTRACT ii

LIST OF TABLES vi

Chapter

1. INTRODUCTION 1
2. METHODOLOGY 4
3. FINDINGS 10
4. SUMMARY 13

BIBLIOGRAPHY 15

APPENDIXES

A. LOCATION INFORMATION CARD 16
B. INTERVIEW FORM 18
C. OTHER EDUCATION/TRAINING PROGRAMS 20
D. OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS 22

LIST OF TABLES

Table		Page
1.	GRADUATING CLASS SIZES	5
2.	SAMPLE SIZES OF STRATA	7
3.	RESPONSE RATE PER STRATA	9

Chapter 1

INTRODUCTION

It is vital that educational planners examine carefully the basic relationship of school programs to the needs of all individuals for occupational and life preparation and to the preparation which schools should and can provide. (7:3) The focus of most evaluative studies should be on the product or the outcomes of the educational system. Educational leaders need to look at the former students. The follow-up study is one important component of a larger design for evaluating the educational endeavor. (8:5)

Follow-up studies of graduates are vital components of program and institutional evaluation. The results of such activity, if accurately derived, translated, and applied, can provide a data base that is of great value in the program and policy making decisions of institutions and state systems of vocational education. (4:25; 7:34)

A follow-up study or "self-survey" can act as a motivating force for change. "At the very least, a follow-up study will probably indicate areas requiring change of some sort -- addition of new programs, deletion of others or revision of existing programs." (8:6)

The results of the follow-up can be very useful in curriculum modification or development. "Follow-up studies can produce valid and reliable findings useful in making sound educational decisions at the local, area, state, and national levels." (8:30; 5:936)

PURPOSE OF STUDY

A follow-up survey of the graduates of the public high schools within Vocational Education Region #8, New Hampshire, was conducted. The purpose of the study was to obtain information regarding the product of the region's public secondary institutions, as the first step in a process enabling the vocational educators at the local, regional, and state levels to plan future curriculum and programs. Curriculum, policy, and financial decisions based upon an up-to-date data base will ensure the relevancy, appropriateness, and the accountability of the Region #8 program and the expenditure of local, state, and federal funds.

FUNDING AND DIRECTION

The follow-up study was funded with monies obtained through a research grant as provided in the Vocational Education Amendments of 1968 (P.L. 90-576). The applicant organization was the Laconia School District, Laconia, New Hampshire. The study was initiated and directed by Dr. Eugene W. Ross, Vocational Director, Laconia Area Vocational Education Center #8, Laconia, New Hampshire. The

principal researchers/consultants were Roger D. Crim, Assistant Professor, and Malcolm Bownes, Assistant Professor, of the Department of Education, Plymouth State College, Plymouth, New Hampshire.

Chapter 2

METHODOLOGY

Information regarding the post-graduation educational and vocational history of the high school graduates was obtained via the telephone interview. The telephone interview technique was determined more cost/effective than either the mailed questionnaire or the personal interview. (6:26)

Population for the Study

The population for the study consisted of the 1968, 1970, 1972, and 1974 graduates of the six public high schools within Region #8: Shaker Regional (Belmont), Newfound (Bristol), Franklin, Laconia, Inter-Lakes (Meredith), and Winnisquam (Tilton). See Table 1 for the sizes of the graduating classes of each school. The identified population for the study numbered 2509. (3)

The superintendents and building principals of the districts and schools included in the study were contacted and provided information with regard to the objective and design of the study. In each case full cooperation was provided. Each of the high schools provided the names of the students graduating in the graduation classes being surveyed. Information to assist in the contacting of the graduates was obtained from the counselors in the schools via a location information card completed by the counselors.

TABLE 1

GRADUATING CLASS SIZES

High School	Graduating Class 1968	1970	1972	1974
Belmont	26	38	31	51
Bristol	52	51	56	66
Franklin	111	124	96	125
Laconia	290	284	274	281
Meredith	58	59	65	74
Tilton	68	77	97	95

Sample for the Study

For sampling purposes the population was stratified via school and graduating class. Stratifying assured that each school and each graduating class was adequately represented in the sample utilized. A simple random sample (using a computer generated list of random numbers) was obtained from each of the twenty-four strata. To ensure adequate pieces of data for various statistical analysis, a large overall sample was selected. (1) See Table 2 for the sample sizes of the various strata. The overall sample size was 50.5 percent (N=1266).

Interviewers and Instrumentation

To contact the graduates and obtain the needed data, six persons were hired as interviewers. Each interviewer participated in a three-hour training and orientation session designed and directed by Mr. Robert Van Vliet, Assistant Professor, Department of Education, Plymouth State College, Plymouth, New Hampshire. The focus of the session was to explain the objective and the design of the study and to develop telephone interviewing techniques and strategies.

An interview form was developed on which the telephone interviewers recorded the educational and vocational history of the graduates (Appendix B). The Dictionary of Occupational Titles (2) was utilized as a guide in categorizing the vocations of the graduates.

TABLE 2

SAMPLE SIZES OF STRATA

High School	Graduating Class	Sample Size, Percent	Sample Size, Numeric
Belmont	1968	100	26
	1970	100	38
	1972	100	31
	1974	100	51
Bristol	1968	75	39
	1970	75	38
	1972	75	42
	1974	75	50
Franklin	1968	50	56
	1970	50	62
	1972	50	48
	1974	50	63
Laconia	1968	25	63
	1970	25	71
	1972	25	69
	1974	25	70
Merdith	1968	75	44
	1970	75	44
	1972	75	49
	1974	75	56
Tilton	1968	75	54
	1970	75	58
	1972	75	73
	1974	75	71

Interviewing Process

The telephone interviewing was conducted over a two-week period in the various communities. The interviewers attempted in all instances (except those out-of-state or out-of-country) to contact the high school graduates. In many instances, for various reasons, the high school graduate was not able to be contacted. However, the information needed was often supplied by a parent, grandparent, guardian, or spouse, knowledgeable of the graduate's educational and vocational history since graduation for high school.

Response Rate

The overall rate of response was 66.4 percent (N=840). See Table 3 for the response rate (percent and numeric) for each of the strata.

Analysis of Data

The data was tabulated in frequencies and percent of responses. A composite tabulation or profile was obtained for the region (all six institutions and each graduating class).

TABLE 3

RESPONSE RATE PER STRATA

High School	Graduating Class	Return Rate, Percent,	Return Rate, Numeric
Belmont	1968	61.5	16
	1970	86.8	33
	1972	90.3	28
	1974	82.4	42
Bristol	1968	33.3	25
	1970	65.8	23
	1972	54.8	25
	1974	50.0	13
Franklin	1968	76.8	43
	1970	79.0	49
	1972	75.0	36
	1974	79.4	50
Laconia	1968	47.6	30
	1970	76.1	54
	1972	66.7	46
	1974	90.0	63
Meredith	1968	59.1	26
	1970	50.0	22
	1972	36.7	18
	1974	51.8	29
Tilton	1968	59.3	32
	1970	75.9	44
	1972	58.9	43
	1974	70.4	50

Chapter 3

FINDINGS

Education/Training Beyond High School

1. Forty-eight percent (N=396) of the graduates received no additional education/training following high school graduation.
2. Of those obtaining additional education/training, ninety-four percent (N=412) attended full-time.
3. Forty-four percent (N=195) attended a four-year college/university
4. Fourteen percent (N=63) attended a two-year college.
5. Twenty-six percent (N=115) attended a vocational technical or trade school.
6. Thirteen percent (N=56) participated in other education/training programs.

First Year Employment Status*

1. Eighty percent (N=674) of the graduates were employed immediately following graduation.
2. Sixty-two percent (N=522) of the total respondents were employed full-time.
3. Nineteen percent (N=161) of the total respondents were unemployed.
4. Three percent (N=29) of the total respondents were looking for work.
5. Nineteen percent (N=159) of the total respondents obtained additional education/training.
6. Eighteen percent (N=152) of the total respondents attended additional education/training programs full-time.
7. Seven percent of the sample indicating employment were employed in Professional, Technical, and Managerial Occupations.
8. Thirty-four percent of the sample indicating employment were employed in Clerical and Sales Occupations.
9. Twenty-eight percent of the sample indicating employment were employed in Service Occupations.

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*A full description/breakdown of the occupation groups and categories of The Dictionary of Occupational Titles (2) appears in Appendix D.

10. One percent of the sample indicating employment were employed in Farming, Fishery, Forestry, and Related Occupations.

11. Three percent of the sample indicating employment were employed in Processing Occupations.

12. Eight percent of the sample indicating employment were employed in Machine Trades Occupations.

13. Seven percent of the sample indicating employment were employed in Bench Work Occupations.

14. Nine percent of the sample indicating employment were employed in Structural Work Occupations.

15. Three percent of the sample indicating employment were employed in Miscellaneous Occupations.

Current Employment Status

1. Seventy-three percent (N=612) of the total respondents are employed.

2. Sixty-three percent (N=465) of the total respondents are employed full-time.

3. Twenty-six percent (N=224) of the total respondents are unemployed

4. Seven percent (N=59) of the total respondents are looking for work.

5. Sixteen percent (N=138) of the total respondents are receiving additional education/training.

6. Less than one percent (N=6) of the total respondents are receiving additional education/training part-time.

7. Seventeen percent of the sample indicating employment are employed in Professional, Technical, and Managerial Occupations.

8. Thirty percent of the sample indicating employment are employed in Clerical and Sales Occupations.

9. Twenty-one percent of the sample indicating employment are employed in Service Occupations.

10. Two percent of the sample indicating employment are employed in Farming, Fishery, Forestry, and Related Occupations.

11. Two percent of the sample indicating employment are employed in Processing Occupations.

12. Nine percent of the sample indicating employment are employed in Machine Trades Occupations.

13. Seven percent of the sample indicating employment are employed in Bench Work Occupations.

14. Eight percent of the sample indicating employment are employed in Structural Work Occupations.

15. Four percent of the sample indicating employment are employed in Miscellaneous Occupations.

CONCLUSIONS AND IMPLICATIONS

1. The statistical findings indicate that all six major vocational education areas are represented in the employment profile.

2. That although a large percentage (26) indicated they were unemployed only seven percent indicated a desire for employment.

Recommendations

1. The Laconia AREA Vocational Center investigate all vocational areas within the curriculum planning and development process.

2. It is recommended that the sending high schools within the AREA Center institute a uniform system for follow-up of students leaving their respective schools.

Chapter 4

SUMMARY

The purpose of this study was to investigate the employment patterns and the skills used in fulfilling the employment positions for the Vocational Education Center #8 in New Hampshire. Two basic findings were sought: (1) where did the graduate go immediately after graduation, and (2) where is the graduate now working and what skills are being utilized. The profile of the area comprises seven high schools in the central portion of the state and has a complete cross section of employment activities including agriculture, industrial, recreational, service, etc.

The sample for this study was selected from the graduation classes for the years 1968, 1970, 1972, and 1974. Six of the high schools were in the towns of Belmont, Bristol, Franklin, Laconia, Meredith, and Tilton. The seventh high school is in the town of Gilford, but is included in the data summary for Laconia. The Gilford High School will have its first graduation class in 1976.

The sample was selected and stratified to provide responses from each school and graduating class. The total population of these classes was 2509 from which a sample size of 1266 was selected. Each high school was given the list of names of those selected to complete the information needed so that the respondent could be contacted for a telephone interview. This process produced a 66.4 percent success in locating the requested information sought by telephone interviewers.

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APPENDIX A

LOCATION INFORMATION CARD

NAME: _____ _____ ____
LAST FIRST MI

SCHOOL: _____ YEAR GRADUATED: _____

ADDRESS: _____

_____

TELEPHONE NUMBER: _____

PARENT/GUARDIAN: _____

ADDRESS: _____

_____

TELEPHONE NUMBER: _____

ADDITIONAL INFORMATION/COMMENTS FOR LOCATING PURPOSES: _____

_____

_____

_____

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APPENDIX B

INTERVIEW FORM

INTERVIEW DATA FORM FOR VOCATIONAL REGION #8 HIGH SCHOOL FOLLOW-UP SURVEY

High School Code:		
Graduation Year:		
I.D. Code:		
Education/training beyond high school:		Full-time
		Part-time
		No
Kind of education/training program involved in:		4-year college
		2-year college
		Vocational Technical
		Vocation Trade
		other (explain)
Employment status first year:		employed full-time
		employed part-time
		unemployed(any reason
		military service
If unemployed or part-time employed, check those that apply:		looking for work
		school full-time
		school part-time
		not looking for work
		housewife
First job title(including military service job title): (1)_____(2)_____		occupation code
First job tasks or activities: (1)_____ (2)_____ (3)_____		
Current employment status:		employed full-time
		employed part-time
		unemployed(for any
		service reason)
If unemployed or part-time employed, check those that apply:		looking for work
		school full-time
		school part-time
		not looking for work
		housewife
If employed (full or part-time)job title (including military service job title): (1)_____(2)_____		occupation code
Job tasks or activities (1)_____ (2)_____ (3)_____		

Interviewer:_____ Date:_____

Time of day_____ Length of call_____

APPENDIX C

OTHER EDUCATION/TRAINING PROGRAMS

OTHER EDUCATION/TRAINING PROGRAMS*

Programs	Response Rate, Numeric
military	14
hospital	
nurse training	11
nurse aide training	3
technician training	2
secretarial school	4
telephone	3
airline	3
police/security academy	3
correspondence	2
adult education	1
apprentice (mason)	1
Bible institute	1

*The programs and corresponding responses are for Region #8.

APPENDIX D

OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES

0, 1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Farming, fishery, forestry, and related occupations
5 Processing occupations
6 Machines trades occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00, 01 Occupations in architecture and engineering
02 Occupations in mathematics and physical sciences
04 Occupations in life sciences
05 Occupations in social sciences
07 Occupations in medicine and health
09 Occupations in education
10 Occupations in museum, library, and archival sciences
11 Occupations in law and jurisprudence
12 Occupations in religion and theology
13 Occupations in writing
14 Occupations in art
15 Occupations in entertainment and recreation
16 Occupations in administrative specializations
18 Managers and officials, n.e.c.
19 Miscellaneous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20 Stenography, typing, filing, and related occupations
21 Computing and account-recording occupations
22 Material and production recording occupations
23 Information and message distribution occupations
24 Miscellaneous clerical occupations
25 Salesmen, services
26, 27, 28 Salesmen and salespersons, commodities
29 Merchandising occupations, except salesmen

SERVICE OCCUPATIONS

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations
33 Barbering, cosmetology, and related service occupations
34 Amusement and recreation service occupations
35 Miscellaneous personal service occupations
36 Apparel and furnishings service occupations
37 Protective service occupations
38 Building and related service occupations

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous farming and related occupations
43 Fishery and related occupations
44 Forestry occupations
45 Hunting, trapping, and related occupations
46 Agricutural service occupations

PROCESSING OCCUPATIONS

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62
63 Mechanics and machinery repairmen
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

BENCH WORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71 Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics rubber, and related products
76 Occupations in fabrication and repair of wood products
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, leather, and related products
79 Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.
81 Welders, flame cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c.
89 Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
94 Occupations in logging
95 Occupations in production and distribution of utilities
96 Amusement, recreation, and motion picture occupations, n.e.c.
97 Occupations in graphic art work